

## 400 attend SU rally to hear platforms

Candidates for executive positions in students' council showed very few differences in election platforms at an election rally held Thursday.

The little-announced meeting was held at noon in the Ed gym, with the 18,000 students eligible to vote being represented by only about 400 interested observers. Each candidate was allotted five minutes in which to be introduced and to give his platform.

The three candidates for coordinator of student activities kicked off the rally, with Donald Fleming, Patricia Daunais, and David Manning speaking. Each defined the role of coordinator and then explained his ideas for fulfilling that definition.

Willie Heslop, treasurer by acclamation, took this opportunity to present his program for the coming year.

Secretarial candidates Maureen Markley and Anne McRae envision the role of secretary as one of communication. Miss Markley explained much of the previous duties had been taken over by other positions. She outlined how the new role of secretary could be to improve council-student communication. Miss McRae presented a view of education in the university.

Candidates for vice-president academic—John Mason, Trevor Peach, and Dennis Zomerschoe—indicated their views next on how their positions should be handled.

Only four of the external vice-presidential contestants presented their platforms. Brian MacDonald, Robert Bisson, George Kuschminder, and James McGregor attended, but Brian McLoughlin was absent.

The presidential candidates were the last to be presented. Tim Christian hurriedly emphasized the need for more communication between council and students, while Dennis Fitzgerald described abilities and former students' union positions, and his desire to improve the students' union. Donald McKenzie overcame heckling to deal with his intentions to lessen everyday problems of students.

The meeting itself was conducted smoothly with council speaker Lawrence McCallum as chairman. External vice-president Bob Hunka kept a stern watch over the time limit, to the amusement of some external vice-president candidates. There was little evidence of the heckling and harassment accompanying last year's election rally in which there were 19 candidates for president.

## Classes boycotted at Lakehead University Students protest firing of sociology prof

THUNDER BAY (CUP) — Lakehead University students extended a departmental class boycott to cover virtually the entire university Thursday, as their administration refused to reconsider the firing of sociology professor Victor Wightman.

At the same time, holes began to appear in administration president William Tamblyn's story that the firing was prompted by financial and academic, rather than political considerations.

Wightman's contract was not renewed at the recommendation of sociology and anthropology chairman Cecil French, who claimed he had the support of department faculty in the action.

Investigation proved that faculty had not been consulted in the decision, and that a majority would favor Wightman's retention at the university.

Wightman, a Ph.D. candidate, reportedly has better academic credentials than French, and is undoubtedly better qualified than Tamblyn, at least academically.

Tamblyn is the possessor of an

honorary doctorate, a bachelor of arts degree, a substantial interest in the Tamblyn's Drug chain, and is owner of a local steel mill.

The university-wide boycott was inaugurated Wednesday evening by the Lakehead students' council, who voted 14-3 for the escalation at a mass meeting attended by approximately 400 students.

The council action bypassed an earlier recommendation that students extend their boycott, which began in the sociology and anthropology department Tuesday, to the arts faculty only.

Approximately 50 per cent of Lakehead's 2,500 students stayed away from classes Thursday, as pickets sprang up at the university entrance to inform students of the move.

The council action followed a meeting late Wednesday afternoon, called by administration president Tamblyn.

At the meeting, Tamblyn declared he could see "no reason" to alter the administration's decision to fire Wightman, despite student protests.

At the same time, Tamblyn read a statement signed by seven of ten sociology and anthropology professors, "regretting that the university has not found it possible" to re-hire Wightman, but agreeing with the administration's contention that the decision was prompted by budget considerations within the university.

But several of the signators of the faculty statement were reported to have declared that they signed the document under direct pressure from the university administration.

And at a noon meeting Thursday, faculty of business instructor Ron Taylor indicated that the Wightman firing may have been the result of outside, corporate pressures on the university.

Taylor declared that Royal Canadian Mounted Police checks have been instigated by the administration on faculty members of the university.

Although the administration has denied the charges, Taylor has declared he will produce evidence of the claim, including the name of the campus security officer who expedited the checks.

At the same time, Taylor asked about the existence of a letter "written by a pulp and paper company on the north shore of Lake Superior, which complained to the university about Professor Wightman's treatment of the subject of company towns."

One of the company's directors, Taylor said, also sat on the Board of Governors at Lakehead.

"If such a letter existed, there is a strong possibility that Professor Wightman's dismissal was for political reasons," he said.

In an interview, Taylor said he hoped to produce and publish the letter by today.

Meanwhile, at least 500 Lakehead students have signed a petition.

(Continued on page two)

## U.S. students bound for Cuba to join sugar cane harvest

ST. JOHN (CUP) — Approximately 500 American students boarded a Cuban freighter here Thursday without incident, bound for the socialist island to join in the sugar cane harvest.

The students, forced to meet the freighter in Canada due to a U.S. embargo on trade with Cuba, were the second contingent of the "Venceremos Brigade," young Americans pledged to support the Cuban government in its attempts to harvest ten million tons of cane during the tenth anniversary of the Cuban revolution.

The sugar cane harvest has been delayed, however, due to bad weather and lack of machinery, the latter also due to the U.S. embargo. An earlier contingent of

212 students returned aboard the Cuban freighter Luis Arocs Bernes which arrived at St. John early Thursday.

Bruce Jacobs, former mathematics instructor at City College of New York and an organizer for the group, said the brigade "represents the whole diversity of the New Left," and came from campuses and Negro, Asian and Latin American communities in the U.S.

A U.S. state department spokesman said in Washington Thursday there is nothing the U.S. government can do about Americans travelling to Cuba against its wishes because the supreme court has ruled that Americans' right to travel cannot be restricted.



SU PRESIDENTIAL HOPEFULS addressed a rally at noon Thursday and Gateway photographer Terry Malanchuk took advantage of the opportunity to compile this composite photo. Clockwise from top left are Dennis Fitzgerald, Tim Christian and Donald McKenzie. Their platforms appear on pages three and four.



# An editorial on punks

By AL SCARTH

This newspaper has for generations been in the midst of a usually rollicking fray with the engineers during their week on campus. It has been quite a bit of fun. Apparently, that era came to an end early this morning.

I am not prepared to swear to what the five engineers who entered the office through a locked door had in mind but it didn't look like fun.

They obviously did not expect me to be there. However, when they did discover me and were asked to leave because I would appreciate being able to get enough sleep after a late press night to make it to the print shop at 5:30 a.m. today, they refused.

In fact, it took some doing to get them to identify themselves as engineers. They didn't laugh or smile. They would have done the Gestapo proud in their arrogant and completely unbending attitude that it was right and natural for them to continue to stay in that office after being asked, first politely, to leave for good cause.

While the hooligans in The Gateway office last night claimed the paper printed only what it agreed with, they said they had never written a letter for submission. Then one said I had a reputation for being fair and asked me to be sure to print

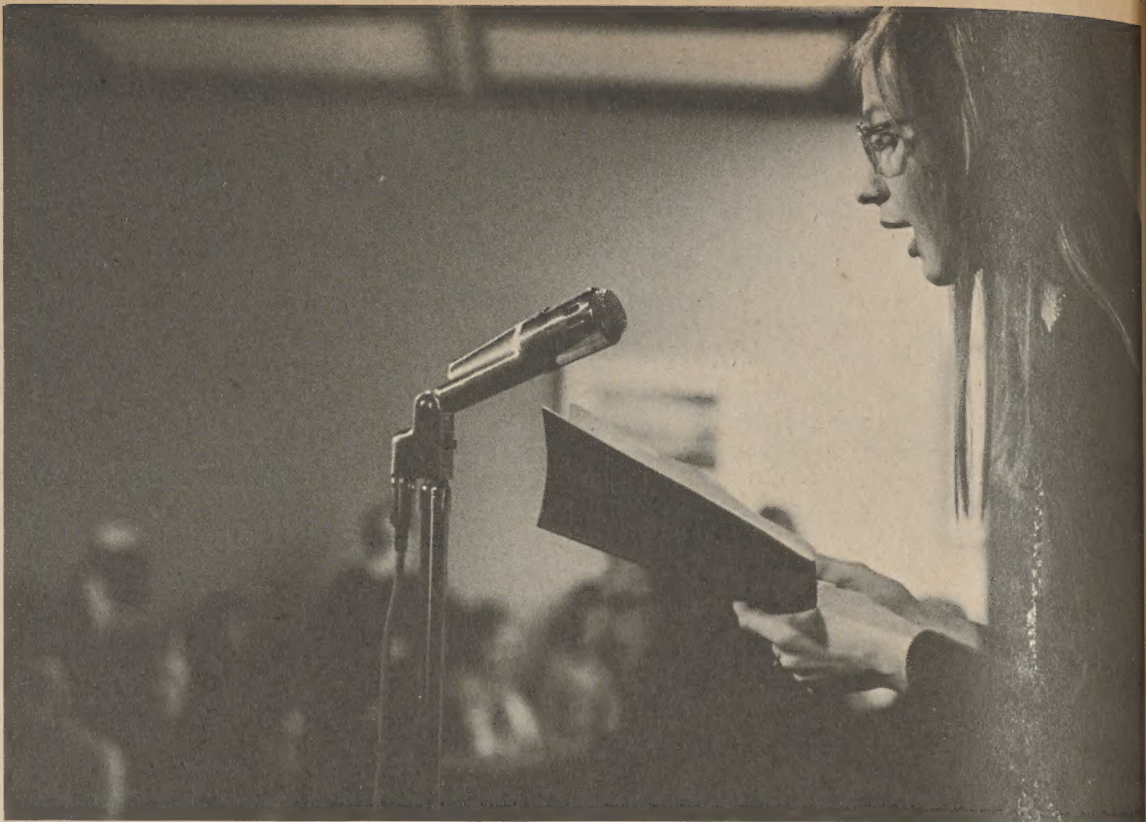
a letter he wanted to submit. I said I would. "You'd better fucking print it," one of the remainder of the shock troop gently suggested.

They left upon the imminent arrival of the campus patrol, having the lights switched out and being ignored.

Last year, two Gateway staffers eluded the engineers' grasp after occupying their supposedly unexcitable office in retaliation for a dye job administered to one of them earlier. They returned the same afternoon to enjoy a beer with the Engineering Student Society. They brought the beer with them for the occasion.

These idiots, however, were not the kind to show up a few hours later ready to laugh about a harmless joke and suckup as they say in Hawaii.

If the week is not to degenerate any farther than it regrettably has, I would strongly suggest the ESS discipline its own and it can start its investigation by inquiring of Dwight Love what persons are attempting to ruin the frolic.



**DIRTY POEMS IN SUB?** Yes, if you're talking about the Erotic Poetry reading in the Art Gallery last night. Invited speakers included Mrs. Barker, shown above, and Stephen Scobie of CFRN. Mr. Scobie is at present jointly producing "The Rock Garden" which this Saturday features a special Valentine's edition of love songs, from 9 p.m. to 1 a.m. The Circle Widens, a local folk-rock group, opened the show. Following the invited speakers, members of the audience were given the opportunity to present their own material.

## short shorts

### Parish sponsors tenure forum

The University Parish Sunday is sponsoring a forum on tenure with panelists Gaye Lounsbury, Larry Fisk, Dr. Bruce Collier and Professor Henry Molot. It is an attempt to go behind the Kemp issue to tenure itself. The meeting will be held at 7:30 in the Meditation Room.

#### TODAY

##### INTERNATIONAL STUDENTS

The Valentine's Jump-up Dance will be held from 9 p.m. to 1:30 a.m. in the Hazeldean Community Hall. Music by Tropical Playboy, floor show will be provided.

##### EAST INDIAN MUSIC

Room at the Top will present East Indian music by Larry Reese from 9-12.

##### GREEK CLUB

"Electra" starring Irene Pappas will be shown in TLB 1 at 7 and 9 p.m., admission is 50 cents.

##### U OF A SUBAQUATICS

A general meeting will be held at 8 p.m. in PE 124. All members who want to go on the spring trip must attend.

##### SYMPHONIC WIND ENSEMBLE

The Symphonic Wind Ensemble, directed by John Iltis, will be held on Friday, Feb. 13 at 8:30 p.m. in Convocation Hall, Arts Building. Admission is free.

##### CONCERT PREVIEW

There will be a concert preview sponsored by the women's committee of the Edmonton Symphony Society on Friday, Feb. 13 at 10 a.m. at Molson's Edmonton House, 104 Avenue and 121 Street. Mr. Lawrence Leonard, conductor of the Edmonton Symphony Orchestra, will discuss the program to be presented at the weekend concerts when guest artist Mstislav Rostropo-

vitch, world renowned cellist, makes his second appearance in Edmonton.

#### SATURDAY

##### RIFLE AND PISTOL CLUB

The regular meeting of the U of A Rifle and Pistol Club on Saturday, Feb. 14 from 1-6 p.m. at Eastglen Composite High School. There will be on the range shooting and new members are welcome. Firearms not necessary.

##### HINDU FILM

Project India will show a Hindu film with English sub titles called "Aashique" on Feb. 14 at 2 p.m. in the Eastglen Composite High School (11430 - 68 St.) instead of Victoria High School. Members please note.

##### HORSEMAN'S CLUB

The Horsemen's Club will hold a clinic on hoof care, and feed and nutrition given by D. Radcliff and J. Kearns, 1 p.m., Saturday, Feb. 14.

#### SUNDAY

##### MUSIC CONCERTS

Sunday at 3:30 p.m. in the Edmonton Public Library Theatre the University of Alberta String Quartet with Thomas Rolston, violin, Lawrence Fisher, violin, Michael Bowie, viola, Claude Kenneson, violoncello will be in concert. Admission is free.

Sunday at 8:30 p.m. in Convocation Hall the Chamber Music Concert will take place with the Schumann Quartet in E flat major, Op. 47, and Brahms Quartet in A major, Op. 26; Broderyck Olson, violinist, Ernest Kassian, violinist, Lois Upright, violoncellist, and Albert Krywolf, pianists; Schumann Quintet in E flat major, Op. 44, with Catherine Corneliuson and Heather Becker, violinists, Martin Molzan, violist, Sylvia Mastalish, violoncellist, and Lorraine Amrose, pianist will perform. Admission is free.

Tuesday at 4:30 p.m. in Convocation Hall there will be a piano recital with Delbert Thurston. Admission is free.

#### FIRESIDES

The Lutheran Student Movement will hold firesides at 8 p.m. at 11122 - 86 Ave. The topic of discussion will be "Pollution" with guest speaker Professor Bouthiller.

#### DR. FAUSTAS

Student Cinema is sponsoring the film "Dr. Faustas" at 6:30 and at 9 p.m. in SUB.

#### LAW FILM

You are cordially invited to a showing of the film "Justice, Liberty and Law" to be discussed by Mr. T. Alain Edwards, an Edmonton lawyer and member of the Edmonton Police Commission, at the First Baptist Church, 10031 - 109 St., on Sunday at 7:30 p.m.

#### NEWMAN CLUB

The Newman Club presents "Marriage in Today's Society" with speaker Dr. L. Larsen on Sunday at 8 p.m. in St. Joseph's College.

#### MONDAY

##### RECREATION STUDENTS

On Monday at 4 p.m., the Steering Committee, appointed to analyze the re-formation of a recreation undergraduate organization, will present its findings and recommendations to a general meeting of all recreation students in GS 315.

##### ANTI-WAR MOVEMENT

The University of Alberta Vietnamese Action Committee is holding an organizational meeting at SUB 142, Monday at 12 noon. Help the anti-war movement.

#### OTHERS

##### CREATIVE DANCE

Tuesday evenings, classes on Creative Dancing will be held in Victoria Composite High School. For more information call 429-5621.

##### HINDU SOCIETY FLIGHT TO INDIA

The flight leaves Edmonton on July 4 and leaves India on August 28. It travels via Montreal and Paris. More information from Box AS 363, U of A Post Office.

## STOP for DDT collection

Representatives of STOP (Save Tomorrow/Oppose Pollution) are sending telegrams today to Prime Minister Trudeau and Health Minister Munro demanding that the government empower the Emergency Measures Organization to organize collection of DDT which was banned across Canada last fall. The need for systematic DDT collection is drastic in view of the fact that the disposal of this DDT would constitute a civil disaster.

STOP, an Edmonton based non-organization for political action, has enrolled 2,500 members in five days and is sending 10,000 postcards as of Feb. 11 to Prime Minister Trudeau, Premier Strom, MP's and MLA's demanding strict enforcement of existing pollution controls and immediate legislation to stop further pollution.

STOP feels the government must take immediate action to prevent widespread DDT contamination this spring. The Emergency Measures Organization is well equipped to collect DDT across Canada as it is a nationwide organization with trained personnel and an operating bud-

get for last year of sixteen million dollars.

STOP has been based in SUB for the past week and will be moving to the Tory building for next week. There is also a program of high school orientation planned, beginning with Eastglen in the near future. A blitz of shopping centres is being considered, and those interested in helping in a non-political manner are welcome to offer their services.

## Boycott

(Continued from page one)

tion which calls for a total restructuring of hiring, firing, promotion and tenure procedures at the university, increased student representation on such committees, and the reinstatement of Wightman and two other dismissed professors until new procedures are initiated.

The students are also demanding full access to "all relevant information such as budgets, graduate programs and other administrative and academic matters which affect decisions" on hiring and firing.

## STUDENTS' UNION CHARTER FLIGHT 1970

**\$226.00 return**

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**Students' Union Flight Secretary**  
Students' Union Building  
Phone 432-4241

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# Election platforms

*Next Friday is voting day  
for students' union  
executive positions*

## Presidential candidates

### Dennis Fitzgerald



Dennis Fitzgerald

Dennis Fitzgerald is a fourth year arts student who has served U of A students in these capacities:

Students' union treasurer 69-70;  
students' council science rep 68-69;  
Faculty of Science Council 68-69;  
students' union Housing Commission;  
SUB Expansion Commission;  
Student Health Committee; GFC  
Housing and Food Services Committee;  
Parking and Traffic Regulations  
Committee and worked on The  
Gateway and Evergreen and Gold.

The direction of the students' union isn't a matter of action or services because none of these are exclusive concerns. The services must be provided and we must look to continuing action oriented programs in the next year.

There are many issues to be dealt with and your choice on Friday should depend on who can deal most efficiently with those issues, and I offer you my experience to deal with them.

SUB expansion has become a reality with your overwhelming affirmative vote in the recent referendum.

But we need a strong lobby with the government to obtain the PUB. We must ensure that the financing, design, management and tendering necessary to ensure a building to meet your needs, are completed as soon as possible. This is the kind of experience I can offer.

A similar situation exists with the students' union housing development. We've got a well planned project to meet the drastic shortage of decent housing on campus, but it will be a fight to negotiate government money for the necessary loan. I will fight to get the loan for the development.

General Faculty Council is the centre of our university involvement. We need greatly increased representation on GFC to voice our views to the rest of the university.

It is time we examined which university government committees we sit on. We should assess which committees we need the strongest representation on, and then do our utmost when the efforts can do us the most good.

Special considerations are tenure committees. Teaching should be the principle priority for hiring. Students should have an equal say in this matter.

#### Programming

- More teach-ins (topics like pollution, American Domination of Canada—Part II);

- More forums on relevant issues;
- Support of social action programs in the community;

- Strong voice to the government on summer employment and the lack of jobs for graduating students.

#### Communications

This area has been sadly lacking. It is not the structure that counts but people who are willing to work for goals through projects such as:

- Special council bulletins to students as to how major projects are progressing and what students' council is doing;

- Publishing a booklet on students' assistance and a booklet on the legal rights of students.

These are the things I stand for and if you feel as I do, then vote for me on Friday.

### Tim Christian

Students' council as it presently exists is irrelevant. This observation, I'm sure, won't be considered news by anyone, especially if they've attended any council meetings recently.



Tim Christian

Don't be misled by glib slogans though, reorganization won't make council relevant—a juggling of the bureaucracy is not the answer. Nor will a more efficient administration of council affairs make it a worthwhile body. The only way council can become relevant is if it begins to deal with relevant issues, its perspective must change. We must use the resources of students' council to educate ourselves about the nature of the complex and interrelated social questions like poverty, pollution, and racism which directly face all of us.

In this campaign there are two major questions which must be dealt with. The first I would like to discuss is the Law and Order Committee. The students' council has no position on this issue. I think that it should be abolished. Here is my reasoning. The role of the university in society should be to function as a critical servant of the community. Students and faculty in the university should be engaged in examining and evaluating the assumptions upon which our society operates. We must question whether the predominant values are valid and ask if the institutions of society are just. We must raise critical questions when those in power advocate "law and order."

Our commitment however should not end with questioning. Whenever we find an injustice we should expose it and work for its removal. This sort of dissent should be recognized as one of the university's

most valuable contributions to society.

The role for the university which I have outlined is obviously not acceptable to those groups in society that have a vested interest in preserving the status quo. It has always been to the advantage of the power holders in society to stifle criticism and dissent.

The intent of the interim report of this committee is blatantly obvious—to prevent students and faculty from upsetting the establishment applecart.

For that reason I think it should be abolished. The university should nurture dissent—not repress it.

The second issue which I think should be focused upon in the campaign is the hiring and firing of professors. The Ted Kemp case is one example of how students' interests are overlooked. Despite the fact that Ted Kemp is considered an excellent teacher by both past and present students he has been denied tenure because he has failed to comply with the criteria dictated by the university as the requirements for permanent positions. We must change the criteria emphasis from the "publishing syndrome" to the importance of good teaching.

The basic question that arises is: who shall control the hiring and firing of professors. I believe that control should rest with students and faculty at the department level.

In closing, I would like to state that my major reason for running in this election is to ensure that critical issues are a central part of my campaign.

### Don McKenzie

Don McKenzie is a capable and conscientious student leader. During the past few years, he has made a substantial contribution to campus life, including experience in the following positions: Coordinator of Student Activities, student representative to the Board of Governors, chairman of the Students' Union Reorganization Committee, and director of High School Visitation. But more important than his extensive administrative experience, Don is very much concerned with students and their problems and very committed to developing an effective students' union.

In seeking your support, I feel that it is most important that I tell

you something about my philosophy and approach to student government. I say this because in many ways, the platforms of the candidates are similar. It is in the approach that the important distinctions are to be made.

The fundamental purpose of the Students' Union should be to serve student needs. This will require a new openness in student government, a new approach to the problems which confront us. But most crucially, it will require a resident who is genuinely concerned with student needs, who is responsive to student opinion, and who is committed to student goals. We can no longer afford a Students' Council which pretends to be representative of students, yet refuses to be responsible to them. New channels of communication must be developed so that you are able to keep truly informed on what your representatives are doing. We must place new emphasis on meaningful involvement of students in the processes of student government in order to re-establish it as a strong and viable organization.

Accessibility. Responsibility. Accountability. These will be the hall-



Don McKenzie

marks of the new student government I hope to lead. Taken in total, they will mean a Students' Union which is genuinely committed to the welfare of something which

(Continued on page four)

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# Election platforms

should be its most important concern —you.

## PLATFORM:

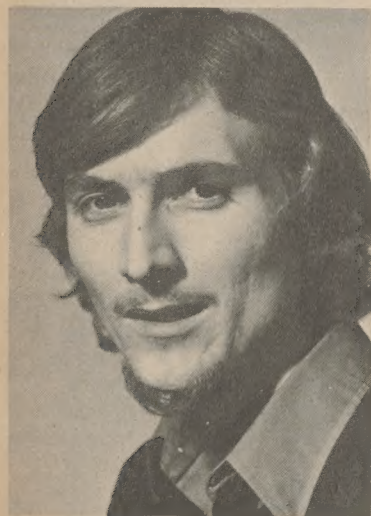
- Reorganization of the Students' Union to make it more responsive to student needs.
- Action on campus problems:
  - Quality and cost of education
  - Housing
  - Parking
  - Summer jobs for students.
- Creation of a Social Service Board to channel student social concerns into worthwhile community service projects.
- Stronger and more effective student voice in University government.
- Quick action on SUB Expansion including a Pub in SUB.
- Development of strong undergraduate societies to assist the Union in performing its task.

## Co-ordinator candidates

### Donald Fleming

Don Fleming is a first year Education student. Prior to his enrollment at U of A, Don was employed for four years by CFRN-TV. He has been active in campus activities and is currently assistant station manager of CKSR student radio.

As co-ordinator of student activities I would strive to organize a



Donald Fleming

greater number of forums, teach-ins and seminars. In addition, I would place increased emphasis on quality entertainment. Big name entertainment on a paying basis should NOT be an impossibility on the third largest campus in Canada. By means of more efficient organization and effective advertising, better entertainment can become a reality. I also propose maximum utilization of existing facilities, such as Room at the Top, for greater exposure of local talent and club functions.

The co-ordinator of student activities provides the liaison between students' council and all registered clubs. As well as his duties of arrangement and guidance of student activities, he must provide an energetic and effective voice on council. The entire scope of campus activities depends upon the effectiveness of his organizational abilities.

I ask for your support. As co-ordinator I can provide the experience and knowledge gained through four years of production work in the media, and will strive for maximum returns on council investments.

### Patricia Daunais

Acting with the students of the U. of A. I will work for:

- Creating awareness of the University system through implementation of educational reform by better liaison between student organizations and the Students' Union.
- Promoting more awareness of the societal system through implementation of better educational media, i.e. more and better teach-ins, e.g. The American Domination of Canada.
- Careful and tasteful planning of lounge and eating areas throughout the campus, e.g. in SUB expansion, Central Academic Building.
- Abolition of the Tenure System.
- Universal accessibility — increased transferability for Nursing and Technical students—to university—greater campus communication with College St. Jean.
- Proper birth control assistance, as well as education, through Student Health Service.
- Change in Students' Assistance policy so that—provision is made for students who are under 21 and do not wish to live at home—equalization payments are made to students who attend University away from home.



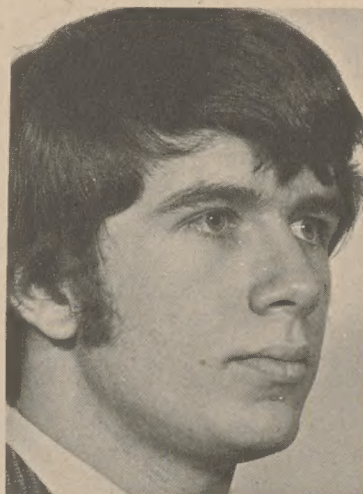
Patricia Daunais

- Change in Labor Laws whereby no student will receive less than standard wages for part-time or summer work—no pay discrimination against women—"equal pay for equal work".

### David Manning

The Co-ordinator is a vital position, requiring responsibility, time, and above all, experience. He fills two roles:

- As a member of the executive in deciding Union Policy,
- As the executive director of an advanced system of services.



David Manning

In both these positions, the co-ordinator must be prepared to accept full responsibility and a heavy, time-consuming work load.

During the past year, I have gained invaluable experience averaging well over 20 hours per week as Director of Public Relations for this Union. In addition, I co-organized both Canada Teach-Ins and the Pub in SUB Campaign. As Public Relations Director I was in close contact with the Co-ordinator's office throughout the past year.

My efforts in the coming year will center upon a stress on higher quality of activity, including Teach-Ins, Forums, and Special Events.

SUB Expansion will be a crucial issue in the very near future. It will be largely up to the co-ordinator to encourage immediate construction. Meanwhile, he must program the existing building to a maximum to meet increasing student population. Greater use of space such as Room at the Top is imperative.

My greatest concern for the future is the waning interest in Students' Union and Student Council on this campus. Obviously, the Union is not serving the student enough to draw his support. There must be greater availability of the Union to the student, before it becomes choked by its elitist nature and complex bureaucracy.

I am particularly encouraged by the early development of Western Student Services. An organization such as this will prove a great benefit to all students, and efforts of the Co-ordinator in this direction are imperative in 1970.

I believe that the Students' Union has much to offer you as a student. To realize that potential, elect an experienced man who knows how to give you more.

## Secretary candidates

### Anne McRae

In the past the position of Secretary has been one of mechanical chores: letter-writing, proof-reading, public relations. This should not be true today. This is an Executive position with far-reaching importance to the students and to the council. I propose to make this position relevant by means of improving that vital component that



Anne McRae

determines the success of any democratic organization — FEEDBACK —direct, effective communications from individuals and interest groups within the student body to the elected Council and more important, to the Executive.

Further to this are the questions of helping students to become more directly involved in their union and a reappraisal of the budgetary priorities of the Students' Union to give it direction and purpose.

I feel that with the experience and knowledge I have gained from my term on Students' Council as a Science Representative and as a member of this past year's Personnel Board has given me the background necessary to make responsible decisions as Secretary on Students' Council.

### Maureen Markley

Campus Communication: communication between students and students, students and teachers, students and the union, students and the university, students and the community. This will be the central area of concern for the new secretary.

Efficient communication can create not merely a students' union for students but a university for students. Critical things are happening here on campus: tenure, law and order, teaching, student representation, student housing, and money (Continued on page five)

## The Rawhide Rodeo

### Westerner BOOT SALE

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## Official Notice

Personnel Board is now receiving applications for the following positions:

- Members of Personnel Board '70-'71
- Chairman, Personnel Board '70-'71
- Council Speaker '70-'71

Applications must be made to Wendy Brown, Secretary, prior to Feb. 20

Wendy Brown  
Chairman  
Personnel Board



# Election platforms

problems—to name only a few. Unless students know the issues and can act collectively students' union will remain ineffective. And we don't need another year of token representation. We need a critical student body—and informed students.

I propose establishment of a communications network, a Student Hotline, co-ordinated by the secretary. In this way students will have a direct link to the union through the secretary; likewise information and action reports will continuously funnel out through the secretary.

But this is a solution for only half the problem—"the other half of good communications is listening".

## V-P academic candidates

### John Mason

The average age of students at this university is 22. We participate in the decision making processes of our community and therefore are capable of taking a more active part in decisions affecting our lives on the U of A campus. As academic vice-president candidate, I wish to promote an attitude toward campus issues that suggests the kind of responsibility we accept in the larger community. I believe we are capable of accepting a major role in determining what campus policies and programs are in our best interests. The following issues, I believe, reflect the concerns of students at the U of A.

- Increased student representation on General Faculty Council.
- Further action on the recent student referendum on tenure abolition.
- Increased student involvement in major social issues, i.e. pollution, over-population, native peoples' rights, to effect more responsible

attitudes towards these issues in the future.

- Less bureaucratic treatment of students by the student administration in regard to the use of the SUB.
- I support the stand taken by the student body on the Law and Order Committee. If there are to



John Mason

be regulations for student activity on campus, these regulations should be set out by the student body and not by a disciplinary board with only token student representation.

- As academic vice-president, I would lobby for a re-evaluation of the current grading system; it is unfair and reflects society's "hang-ups". A credit-noncredit system is much more desirable.

### Trevor Peach

One of the more interesting aspects of campaign week is merely contrasting last year's promises to this year's realities and extrapolating them to encompass our future executive. It's obvious that power does change people, corrupt some

perhaps, but change them all nevertheless; regardless of whether it comes on a university or a national level the difference is merely one of degree. So, while I write this now, in good faith, I am fully aware that a good part may never be completed either to my satisfaction or yours. Thus the only thing I can honestly 'promise' is that I will, to the best of my ability try to achieve these ends and it is simply for you to determine my competence in that regard.

Presently the administration is acceding to the fact that students are becoming more competent in the running of all aspects of their university life, and as a result are 'awarding' us with greater opportunities to participate in the university government and in the planning of future post-secondary institutions. However, in order for this to be at all effective the committees must be staffed with students who are not only competent but willing to undertake positions of responsibility and accountability. Finding and coordinating the activities of these students is one part of the job of academic vice-president.

Tenure, in spite of the many protestations to the contrary, has become little more than a social crutch for incompetents. In spite of second-hand examples of its virtues in protecting the academic rights of an individual the personal experiences I have seen of its abuse is far too overwhelming and I have yet to hear one valid and rational argument against a substitute system of teaching by renewable contract—administered by students and faculty. The institution of such a system is the second major point I intend to promote.

Presently the Worth Commission is receiving briefs on the future of postsecondary institutions in Alberta, which although having little effect on you will have a direct hand in determining the calibre of your children's education.

In today's society it is naive and dictatorial to conceive of education as a right in anything but its purest sense; imposing high tuition fees or

raising entrance requirements substantially, simply narrows the scope of the ideal by making a university education a privilege and by perpetuating the hackneyed 'ivory tower' image. Similarly, knowledge is ostensibly unable to assimilate it as quickly and in as large quantities as some other classified intellectual group. Provision should be made in a university to accommodate and challenge persons of any ability.

By refusing to support the growing need for educational facilities the government is forcing the University to adopt discriminatory measures against prospective students. Only by publicizing this fact and by lobbying with the government can we ever hope to achieve even a partial realization of the ideal in a university.

### Dennis Zomerschoe

We are at a key point in the development of this university. Issues are being raised as to what kind of education we are getting, the relevance of this education as a preparation for our lives in this



Dennis Zomerschoe

society, and the role of Students' Council in all of this.

Council in the past has shown itself, despite some accomplishments, to be an elitist, unrepresentative body of people. Councillors have an obligation to listen to students, take their opinions and wishes into serious consideration, and act accordingly.

To facilitate this, I would recommend continuation of the Student Council 'Hot Seat', many more referenda on issues relevant to students, suggestion boxes at various crucial points on campus, etc.

If I am elected as academic vice-president, my major task, of course, will be university government, sitting on General Faculty Council, and various other committees. Here major issues which concern students must be placed before the administration.

There are many issues on this campus that demand attention; because of limitation of space, I wish to address myself to the more pressing ones.

The MacPherson report on education, which I enthusiastically support, has a number of far-reaching recommendations, among which are included: (1) a 10-hour class week (including tutorials for every student), this leaves more time for independent study; (2) This leads, almost by force, to a greater emphasis on teaching—which we badly need at this university; (3) The honors system will be abolished.

To conclude, I want to speak on the issues of Law and Order and Tenure. As far as Law and Order is concerned, I would favor that the present committee be abolished as its composition is all wrong; people from all the social sciences and humanities should be involved in creating any set of regulations which could affect academic freedom and life at university. As far as Tenure is concerned, I recommend that we follow the results of the student referendum held recently, that we abolish Tenure and replace it with a contractual hiring system. Vote! There is hard work ahead!

(Continued on page six)

## Hunger pains?

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see page 3

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The University of Alberta  
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# Election platforms

## V-P external candidates

### Robert Bisson

While in the university, must we rely on others to shape the society we are living in?

Experience as an employee of the Alberta Legislature in '66, as president of College Saint-Jean in '68-69, and as a delegate to the A.A.S. in spring and fall '68 and spring '69, as well as an A.A.S. observer at the '69 fall conference has clearly shown me that any meaningful changes do not originate in the offices of the University administra-



Robert Bisson

tion or in the provincial legislature. On the contrary, it is only through continuous pressure from student representatives and clearly indicated student manifestations that we can hope to achieve even the slightest success.

We must confront the administration on such issues as tenure and law and order where it has been clearly indicated that the student population opposes them.

We must begin a complete revision of our educational system rendering people aware through forums and teach-ins of its present alienation.

We must strive for adequate representation on all governing bodies to which we are presently subjected.

We must provide research for students on employment, student assistance and housing, to be done by a Students' Union field worker or through a national union such as the A.A.S. or the Western Students' Union.

The expanded Students' Union Building must allow lounge areas to facilitate student communications at all levels.

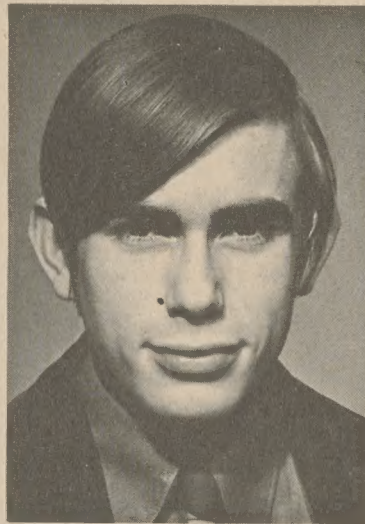
Meaningful changes must come not from administrators but from the people. It is my hope that your support in the present elections will continue next year as we all engage in the long process of constructively changing our university.

### Brian MacDonald

Brian MacDonald is a second year arts student majoring in Psychology and Sociology. He served as an Arts faculty representative on Students' Council this past year. He also:

- served as a Gateway staff member 1968/69 and for a portion of this year,

- attended the fall conference of the Alberta Association of Students,
- aided in the organization of the Arts Students' Association,
- served as a leader for Freshmen Orientation Seminars,
- sits on the Executive Committee of Arts Faculty Council,



Brian MacDonald

- is concerned with and attended as a U of A delegate, the Students' Assistance Board seminar in Calgary,
- was an observer at the Provincial Government/Student job services meeting in Calgary to aid in finding more summer jobs for students.

The students' union is running into increasing difficulty both financially and in terms of organization. With the demise of CUS last fall the U of A lost the services and the information that organization provided. Just recently two new unions

have been formed both concerned primarily with the students in the western provinces. One is Western Student Services, a strictly service organization. The U of A should maintain and expand its role in WSS for the benefit of all students. The students' union should also join the as yet unnamed union of western universities. The union could aid in collective lobbying of university students with the provincial and federal governments in regard to common student problems.

Students' council and the student body in general should be prepared to give more funds to the Alberta Association of Students to aid this worthwhile organization. Students from all post-secondary institutions must be willing to work together to achieve complete transferability from one institution to another. Only by voicing a unified stand when lobbying with the provincial government will this be accomplished.

The students' union should give all possible assistance to the government-sponsored student summer job program now in its formative stages. It is becoming increasingly difficult for many students to find summer employment and action in this area is needed immediately.

Students' council should also enact some of the provisions of the re-organization committee report. The union is becoming too large. Decentralization into small faculty and course unions will be a necessity within the next few years.

### George Kuschminder

The external vice-presidency is one of the most important positions within your union and I must therefore, strongly emphasize that you choose the person who is to fill this post with the utmost care and scrutiny.

The danger is that we are progressively becoming alienated from the whole of society. If we allow this trend to continue we will in fact be shunning the hand that feeds us. True, many of our criticisms are just, including some of the more so called radical criticisms, and we must retain this right to openly criticize and confront. However, if we do this we must do so responsibly and do so only if we can back up our arguments with factual information to which Joe Public can identify himself. How and what can we do?

We must:

- implement an elaborate public relations program,
- the program must be truly representative of the majority of the students on this campus,
- no longer can we afford or allow 5% of the student body to dominate the scene,
- we must review and investigate the usefulness and the credentials of all the organizations we are affiliated with,
- the leaders of this union must be, and held to be, representative of you, the general student.

The task is enormous and thus will, by nature be dubious and laborious. To fully research, establish, and direct this type of program, the person of your choice must be willing to concede to the wishes of the majority. He must be open minded, responsible and accessible to the student at large. On February 20, you will decide who this student shall be! KNOW YOUR CANDIDATES! Thank you.

Below is a brief resume of my credentials:

- 26 years of age,
- student registered in the Faculty

(Continued on page seven)

## Student Employment Information

Employers interviewing at the Student Placement Office commencing the week of February 16, 1970:

Burroughs Business Machines Ltd.	February 17
Edmonton Public School Board	February 16, 17, 18, 19, 20
East Smoky School Division No. 54	February 17, 18
County of Beaver No. 9	February 17
Lac La Biche School Division No. 51	February 17, 18, 19
Dowell of Canada	February 17
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For further information, contact the Canada Manpower Centre, 4th Floor, SUB.

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(see page 3)

## OFFICIAL NOTICE

Personnel Board is now accepting applications for the following Position

- Editor  
GATEWAY

Applications must be made to Wendy Brown, Secretary prior to Feb. 13

Wendy Brown  
Chairman  
Personnel Board

## OFFICIAL STUDENTS' UNION NOTICE

Nominations for the following faculty representatives are now open:

- Science (3)
- Arts (4)
- Education (5)

Forms may be obtained from the Receptionist's Desk in SUB. All nominations must be submitted between 8:30 and 5:00 p.m. on Thursday, February 26 in a sealed envelope.

Nominations are also open for the positions of:

- (1) Chairman of University Athletics Board and President of Men's Athletics
- (2) Vice-Chairman of University Athletic Board and President of Women's Athletics
- (3) Treasurer of University Athletics Board
- (4) Secretary Treasurer of Wauneita Society

Submission dates are the same as those applying to faculty representatives.

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# Election platforms

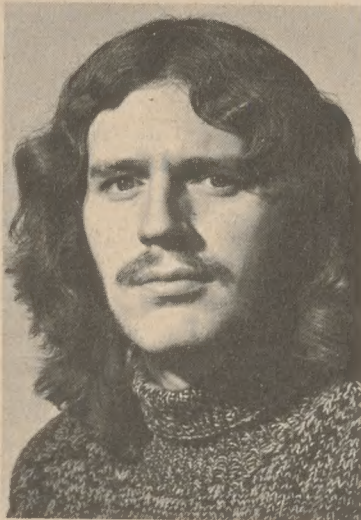
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- A,  
 ● present Student Rep on the Commerce Faculty Council, U of A,  
 ● present Board Member of the Commerce Academic Affairs Committee U of A,  
 ● present Board Member, S.U. Finance Board U of A.

## Brian McLoughlin

Until recently I was quite a politically minded person, as much so as any of the other minor politicians who compose our 'socially aware' students' council. I have, however, after having given it quite a bit of thought, come to the conclusion that not only is this campus not the place for the petty political manipulations and intrigues that are a normal part of council procedure, but that all political systems are inherently redundant and are flights into the absurd. This, in fact, means that there are no political systems that can be representative of the people they "govern", not even our pseudo-democratic side show known as students' council.

Political systems tend to draw away from the ability of the individual to make qualified judgements on his own behalf pertaining to his position in life both present and future. It has now reached a point where the individual, due to his training or indoctrination by the educational system and society at



Brian McLoughlin

large, no longer even wishes to make an effort to be heard on issues concerning his own welfare. Political system also tends to place power in the hands of a minority containing a rigid hierarchy, usually the small group of people controlling the finances of the country. Sometimes they go even further and place that power in the hand of a moneyed minority of another nation, such as Canada has done. These minorities then make important economic decisions such as

whether it is economically sound to pollute the atmosphere, sell out the nation for a profit, destroy a nation for profit, etc.

As I would in all honesty only be able to represent myself as External Vice-President, and as I do not wish to become part of a political hierarchy, I think it only fair to take this opportunity to warn the electorate of my views and to urge them to, in the future, take the course of their lives into their own hands.

## James McGregor

I think that it is important that any candidate for the position of Vice-President of External Affairs enunciate his definition of "External".

"External", to me, is the liaison between the University of Alberta's students, and those of other Canadian Universities, Junior Colleges and members of society in general. My position on a Canadian Students' Union is one of a service centered organization, established with a flexibility obviously lacking in its predecessor CUS.

The present Vice-President, Bob Hunka, has been most instrumental in the assembling of a new western students' union. If elected I would follow his lead in beginning the dialogue necessary to determine the

nature of any future national union. I earnestly feel the University of Alberta, as one of many other universities, has become isolated from the remainder of society, and with this regard, increased and expanded activities of the VGW variety may help to create some better understanding of the modern University and its roles in the society.

To improve this communication lag which has developed in this university itself, I favor a greater number of referenda on internal as well as external issues, to allow the direct democratic principle to become the standard process instead of the exception. Student opinion on housing, parking facilities, academic fees, and summer employment must be heard.

As a Student Rep. on the Staff-Student Relations Committee in the Faculty of Education (of which the majority of the voting members are students), I have seen this dialogue which we so vitally need to make the University relative, to reach some of the human, personal, individual problems which surround us at the U. of A., and on other campuses across Canada. The word is communication. It is the tool with which we can solve our problems.

At the external level I can promise you communication will be first in priority, and if I have communicated with you, vote for me, James McGregor, on February 10.



George Kuschminder



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# No parking; discourtesy exhibited by university

The Varsity Guest Weekend Committee's director entitled his welcome "VGW Dangerous!" To his one word of caution he might have added for the benefit of out-of-town guests that car parking is not only extremely difficult to find within blocks of the U of A but, even when found, fraught with nonsensical perils.

After a hundred mile drive we arrived at 7:30 p.m. for an 8 p.m. meeting and circled through block after block searching for a parking spot. Our peripatetics brought us in front of the Students' Union Building where, Glory Be to God, someone was pulling out of a parking stall and leaving us a space.

Once parked we noticed that a hooded meter advised "no parking." However, every such meter had beside it a parked car and obviously no workmen were night employed on the construction project which seemingly occasioned the parking restriction. We questioned a few young people who were standing around and their words of assurance, plus no evidence of campus police directing traffic away from this area, added to our sense of security and appreciation of what we innocently supposed to be evidence of consideration for guests and ability of the inhabitants of the halls of learning to cut red tape.

## How wrong we were

At 10:30 p.m. we came out to find every hooded meter stall with a car parked beside it—but not our car! Tow-away trucks, yellow lights flashing, lent an almost carnival-like aspect to the street. Campus police had materialized in all their grave authority and general lack of courtesy. Eventually one of them very graciously

deigned to tell us where we might find our car—on the north side of the river across the CNR tracks. That's quite a walk for an elderly couple! And a not inconsiderable inconvenience for anyone planning to drive a hundred miles home that same evening.

## Fury builds up

We were, I think understandably, furious. If indeed there was any necessity to ban parking in this area in the evening hours, why weren't the campus police around to keep cars moving? And why were they either turning a blind eye or absenting themselves as cars were again parked in stalls which tow-away trucks had earlier made vacant? Only the towing service would appreciate that kind of co-operation. Why had the inter-com system not been used to advise guests to remove cars from this "no-parking" area?

## The rescue

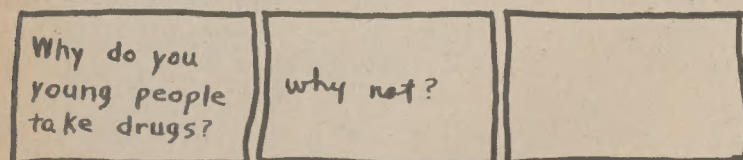
The one bright spot in the whole nasty experience was provided by student reaction—one of whom even drove us over to get our car. Without this kindness a taxi fare would have added to the six dollar tow-away charge. (Incidentally, as of now we have received no police ticket for illegal parking, and we are wondering under whose authority the tow-away order was given). Visitors to VGW don't expect red carpet treatment, but from their hosts they could anticipate courteous consideration.

I wouldn't be surprised if VGW hasn't been rechristened Varsity Goose Weekend in commemoration of "the time of the golden eggs."

Mr. and Mrs. Roy Peterson  
Mayerthorpe, Alta.

## Dialog

by Opey



# Freak-out in the Far East

By AL SCARTH

Maybe it all started when I wasn't accosted by a femme fatale in one of the capital's dimly lit bars.

When it's your first visit to the country's seat of government and you've spent the evening listening to Marxist rhetoric in an old Ottawa residence you just know must be bugged and to a public relations spiel about how concerned the Senators investigating the media are in a sixteenth floor high-class hotel suite you just know must be bugged, it's a bit much to find no one is interested in learning your secrets by plying you with their favors.

## A \$2.85 hint

I mean, isn't that what capitals are all about? I even had a double gin to give her the hint I was getting pliable. That was certainly a mistake, a \$2.85 booboo, which incidentally might explain the apparent lack of spies. No one can afford either plying or getting pliable.

"I can show you the price list, sir," he said. "It's the tax, you know." No, I didn't.

It wasn't so bad not being succulently sidled up to by, "Pardon me, I seem to have lost my lighter, can you offer me a match?" (you handsome brute you, I can hardly wait for you to relieve me of the burden of this translucent veil I modestly refer to as a bra-panti-less dress so I can make mad passionate love to you). Amazing how femme fatales can say all that. "It's all in the tone," I dreamed. "It's the way you breathe 'offer', you know." No, I didn't.

## My heart belongs to Maggie

What was terrible was that the only people who seemed to be able to afford drinks were a drunken evangelist and companion of whom the man would say, "Ah, but it was a great love, Maggie," at which point she would jerk her head up from the bar and mumble "leave me alone, I can't understand you," and to which he would reply, "I am a sinner Maggie but my heart is full of love, just like His was. Did you know that Pontius said 'I can find no guilt in this man, do with him what you will'?" No, I didn't.

Then again, maybe it all started after I couldn't find my brief to the Special Senate Committee on Mass Media when I appeared in their august chambers the next day. Eight pages—gone! The horror becomes clear when it is realized it wouldn't make any difference to my impromptu public speaking whether my mouth were filled with marbles or not.

Maybe some Air Canada stewardess is at least receiving some more cogent enlightenment from it than I offered the Senators and maybe, zounds, just maybe my femme fatale was there after all, slipping her manicured seductive little hand into my attache case and now she is vainly attempting to crack the code and when she gives up she will follow me and manage to lose her lighter again.

It just might have started when the committee's legal counsel started making a few eyes at the committee's university press researcher and was thus prevented from paying his up-and-coming-young-executive share of attention to the testimony.

## No "Round Table", just disillusioning lightning

More likely, it was when committee chairman Keith Davey bluntly refused to answer my question asking why the committee's 92-page research paper on the university press had not been made available to student editors if the committee were truly interested in having a dialogue with us.

It only seemed natural we should be informed what would probably be the line of questioning followed by the Senators and that both "sides" should have access to all available information.

The hearing was billed as a "Round Table Discussion."

Unfortunately, the Honourable Senator didn't see it that way. "I won't answer that," he said, "I'm not a witness here," "you're the witness," "those are the ground rules." Period. Round table!

Maybe it was the flash of disillusioning lightning that struck when I asked how many of the six Senators (of a total 15 with two unavoidable absences) had recently read any student newspapers.

Senator Davey said he received two or three, one matronly senator said she had read her children's when they were at university and good old Harry Hays of Alberta was the only one of the remainder who unabashedly spoke up to say he had not. By my count, that makes about one-and-a-half Senators who had even seen the press they were investigating and the kindly matron told us proudly this was the first time she had come to the sittings. She made it for the afternoon portion anyway. Apparently, no newspapers of the student breed had been made available by the committee staff for the Senators' perusal.

## Pizza Ottawa style—yecchh!

On the sheer physically unpleasant side, it might have really started when I had the run-in, or rather run to and not quite make it in with Ottawa pizza. One a.m. in the morning is a lousy time to remove your very own personal remnants from a hotel room wall.

It could have been the Canadian Press photographer who took the picture of me that made hippie cult leader Charles Manson's hypnotic

stare look like something you would find on a baby food carton.

I knew it had started when the hotel limousine for the airport missed two calls and I missed the last flight out of the spyleless capital before they shut down the port to burrow out from 14 inches of snow.

An interesting thing happened after they had opened it again. The Canadian Pacific flight which could have flown straight to Edmonton refused to land but good old AC didn't.

## And then the news reports

Not that it did much good—unless you happen to be somebody who enjoys walking around the Toronto circular terminal for 12 graveshift hours without so much as a fresh spy novel to drown in.

And not a femme fatale in sight. Oh yes, there were the news reports of the hearings to read. It's great to see your name spelled wrong in The Globe and Mail under your wild picture and search out your quote to find not even your misspelled name appears other than under Charles Manson's tutor.

The Ottawa Citizen's fair report surprisingly suddenly sprouted a phrase "admitted he was a Communist" while the Canadian Press' balanced coverage simply said Mr. Thompson "classified himself as a Communist."

The Globe and Mail paid little attention to any of the witnesses except for The McGill Daily's managing editor Dave Chenoweth.

It did make for varied reading but I wanted my spy novel.

Wherever it all really started somewhere somehow my first trip to the city where they even tip the service station operators and provincial liquor store attendants turned into a bummer.

At times I'm inclined to think it was the discovery that easterners, at least the sampling in the Ottawa airport, have no idea of western manners.

## Meanwhile, back at the femme

Never have I seen an overburdened airport attendant called down, screamed at and generally spat upon by travellers who won't understand that it isn't his fault the port is in the midst of a blizzard and had to be shut down. They didn't even thank him for the \$4.50 dinner vouchers he freely handed out. No one acted like that during the giant air strike a few years ago while a group I was with shuttled around the United States to get from Oregon to Illinois.

But I really think it started with the femme fatale . . . sigh.

# The Gateway

member of the canadian university press

editor-in-chief ..... Al Scarth

managing editor .....	Ginny Bax	sports editor .....	Bob Anderson
news editors .....	Sid Stephen,	layout editor .....	Joe Czajkowski
	Peggi Selby	photo editor .....	Dave Hebditch
short shorts editor .....	Beth Nilsen	page forum five .....	Jim Carter

**STAFF THIS ISSUE**—Well kiddies, as staffer Brian Campbell likes to put it, where was the copy tonight? Hmmm. The people who bothered to show up to work with what there was were Bob Blair, Barry Nicholson, Judy(ex-ed) Samoil, Campbell, Opey, Terry Malanchuk. Thanks to those vociferous candidates, we filled the paper. Bitterly yours, and a tear in the grass for you from Harvey G., your next president.

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*Terry Malanchuk photo*

# casseroles

— this week, Dr. Max Wyman



## casserole

a supplement section of  
the gateway

produced by the gateway staff

Well, they've done it again! That scintillating crew that has given you, in the past, such points to ponder as the Harlequin nurse, the student as lobotomized dolt, and (gasp, wheeze) pollution, once more brings out another action-packed Friday supplement.

With the cover pic by Terry Malanchuk, we go on to C-2 and another look at the grading system in education in an article by Jerry Farber, a California English professor and author of "Student As Nigger." He criticizes the system naming some of its drawbacks—among them, grade addicts. Anyone for shooting a few A's?

On C-3, "Comment" by Mr. I. Moravcik of the Economics Dept. here. In his rebuttal to a recent Casserole article, "Let's abolish the Ph.D." by Dr. Anthony Mardiros, he maintains that often student revolution can only act as a catalyst for changes to the tenure system.

Centre spread this week by Elaine Verbicky features Alberta's own President Wyman as he looks at his first half year as president of U of A.

C-6 brings the more visual part of Casserole—our "Look" all on one page, compliments of photog Chris Scott. At the mercy of Ron Dutton, "Maime" (pardon, "Mame!") is—reviewed—candidly. Reviews continue on C-7 with a critique of UAS' last performance.

The whole thing winds up with records "what's new this week". And again it's another mixed bag. More points to ponder...

# Grading Systems produce A, F junkies

By JERRY FARBER

There's no question that the grading system is effective in training people to do what they're told. The question is: *what does it do for learning?*

Grades focus our attention. But on what? On the test. Academic success, as everyone knows, is something that we measure not in knowledge but in grade points. What we get on the final is all-important; what we retain after the final is irrelevant. Grades don't make us want to enrich our minds; they make us want to please our teachers (or at least put them on). Grades are a game. When the term is over, you shuffle the deck and begin a new round. Who reads his textbooks after the grades are in? What's the point? It doesn't go on your score.

Oddly enough, many of us understand all of this and yet remain convinced that we need to be graded in order to learn. When we get to college, twelve years of slave work have very likely convinced us that learning is dull, plodding and unpalatable. We may think we need to be graded; we assume that without the grades we'd never go through all that misery voluntarily. But, in fact, we've been had. We've been prodded with phony motivations so long that we've become insensitive to the true ones. We're like those sleeping pill addicts who have reached the point where they need strong artificial inducement to do what comes naturally. We're grade junkies—convinced that we'd never learn without the A's and F's to keep us going. Grades have prevented us from growing up. No matter how old a person is—when he attends school, he's still a child, tempted with lollipops and threatened with spankings.

### Wanting to learn is learning

Learning happens when you want to know. Ask yourself: did you need grades to learn how to drive? To learn how to talk? To learn how to play chess—or play the guitar—or dance—or find your way around a new city? Yet these are things we do very well—much better than we handle that French or Spanish that we were graded in for years in high school. Some of us though, are certain that, while we might learn to drive or play chess without grades, we still need them to force us to learn the things we don't really want to learn—math, for instance. But is that really true? If for any reason you really want or need some math—say, algebra—you can learn it without being graded. And if you don't want it and don't need it, you'll probably never get it straight, grades or not. Just because you pass a subject doesn't mean you've learned it. How much time did you spend on algebra and geometry in high school? Two years? How much do you remember? Or what about grammar? How much did all those years of force-fed grammar do for you? You learn to talk (without being graded) from the people around you, not from gerunds and modifiers. And as for writing—if you ever do learn to write well, you can bet your sweet ass it won't be predicate nominatives that teach you. Perhaps those subjects that we would never study without being graded are the very subjects that we lose hold of as soon as the last test is over.

Still, some of us maintain that we need grades to give us self-discipline. But do you want to see real self-discipline? Look at some kid working on his car all weekend long. His parents even have to drag him in for dinner. And yet, if that kid had been compelled to work on cars all his life and had been continually graded on it, then he'd swear up and down that he needed those grades to give him self-discipline.

### Grades perpetuate intellectual slavery

It is only recently—and out of school—that I have begun to understand self-discipline in writing. It grows out of freedom, not out of coercion. Self-discipline isn't staying up all night to finish a term paper; that's slave work. Self-discipline is devising one paragraph fanatically for weeks—for not other reason than that you yourself aren't happy with it. Self-discipline is following a problem through tedious, repetitive laboratory experiments, because there's no other way of finding out what you want to know. Or it can be surfing all day long every single day for an entire summer until you are good at it. Self-discipline is nothing more than a certain way of pleasing yourself, and it is the last thing anyone is likely to learn for a grade.

Coercion inside school probably leads many of us to develop our self-discipline in areas untouched by the classroom. Who knows? If movie-going, dancing and surfing were the only required subjects, there might well be a poetic renaissance. I suspect that most kids fool around with writing on their own at some point—diaries, poetry, whatever—but this interest rarely survives school. When you learn that writing is intellectual slave work, it's all over.

Do you think you're a lazy student? No wonder! Slaves are almost always lazy.

Suppose I go to college; I want to be a chemist or a high school teacher or an accountant. Are grades really my only reason for learning the field? Is getting graded going to turn me on to my subject? Or is it more likely to turn me off? How sad this is. History is so engrossing. Literature is so beautiful. And school is likely to turn them dull or even

ugly. Can you imagine what would happen if they graded you on sex? The race would die out.

Wouldn't it be great to be free to learn? Without penalties and threats, without having to play childish competitive games for gold and silver stars? Can you even imagine what the freedom to learn might be like?

Perhaps this kind of freedom sounds attractive to you but you're convinced that it isn't suited to our society. Even if the grading system can be shown to work against learning, you may assume that grades are still necessary to *evaluate* people—to screen people for various kinds of work.

### Personal evaluation, not only grades

But think about it. Do you really believe that the best way to determine someone's qualifications is to grade him—A, B, C, D, F—week by week, day by day, in everything he studies for 16 years of school? Is this monstrous rigamarole honestly necessary in order to determine who gets which jobs?

There are far better ways to determine a person's qualifications. Many fields already do their own screening by examination; the bar exam is one instance. In some areas—journalism, for example—supervised on-the-job experience would probably be the most effective screening and qualifying technique. Other fields might call for a combination of methods. Engineers, for example, could be qualified through apprenticeship plus a demonstration of reasonable competency on exams at various levels—exams on which they would, of course, get an unlimited number of tries.

In a great many fields, no screening technique is necessary at all. Countless employers, public and private, require a college degree for no really good reason, simply because it enables their personnel departments to avoid making any meaningful individual evaluation and because it indicates some degree of standardization. There is no reason why a person should be forced to spend four years of his life in college just to get a decent job and then discover that he would have been much better off working in the field itself for four years and pursuing his own learning interests on a less rigid and formal basis.

Still it might be argued that eliminating grades entirely would require too sudden a shift in our society. I could maintain that the sudden shift is desirable. In any case, though, society is not likely to face the simultaneous abandonment of grading by every school in the country. Furthermore, on a campus where there is enormous resistance to abolishing grades one could put forth a fairly good half-way compromise: the credit system—which is, from my point of view, worth trying even though it falls short of what should be the real goal: no grades at all.

### End processing with gold stars

Under this system, some courses could be made totally free of grading; basic Algebra, say, or drawing or poetry writing. The rest would be run on a credit basis. If you meet the minimum requirements of a course, you get credit for it. No A's or C's or silver stars. Just credit. And if you don't meet the requirements, nothing happens. You don't lose anything or get penalized; you just don't get credit for that course. This is *not* the pass-fail system. Pass-fail is a drag: if you don't pass a course, you get hurt. Under the credit system you simply either get credit or you don't. All that your record shows is the courses you've earned credit for (not the ones you've attempted). And when you get credit for enough courses, you can get some kind of certification or credential, if you want one, according to the number and type of courses you've taken. And these should not be just a few assembly-line four-year degrees: AB, DS and so on; there should be scores of more meaningful and varied certifications and degrees. Or maybe these should be none at all, just a list of the courses for which you have credit.

What's wrong with that? College becomes something more like a place for learning and growth, not fear and anxiety. It becomes a learning community, not a gladiatorial arena where you're pitted in daily battle against your fellow students. In elementary and secondary schools, of course, there is an even weaker pretext for grading and even more to be gained by its abolishment.

And we mustn't be too quick to assume that abolishing A's and F's would make our colleges still more overcrowded. If we eliminate the pointless Mickey-Mouse requirements that are foisted on everyone, if we eliminate the gold-star games and all the administrative paperwork and class busywork that go along with them, if we reduce the overwhelming pressure for a meaningless, standardized degree, then perhaps we'll end up with learning facilities that can accommodate even more students than the number that get processed in the factories that we currently operate.

And if an employer wants not just degrees but grade-point averages too, the colleges will explain that that's not what they are there for. Graduate schools, for their part, will probably not present a serious problem. They already put heavy emphasis on criteria other than GPA's. They stress interviews, personal recommendations; most of them already give their own entrance exams anyway. Besides, the best graduate schools will probably be delighted to get some *live* students for a change.

But what about the students themselves? Can they live without grades? Can they learn without them? Perhaps we should be asking ourselves: can they really learn *with* them?

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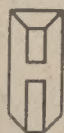
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# Professor Mardiros and the Ph.D.

By I. MORAVCIK  
Dept. of Economics,  
University of Alberta

would argue that abolition of the Ph.D. would not lead to a better but a worse order.

"Universities are not producing a standard product." Presumably Professor Mardiros does not mean that universities are providing a great variety of desirable talent, but that some universities are turning out superior Ph.D.s and others inferior ones. I would go even further and assert that products of uniform quality are not turned out even by a given department. What Professor Mardiros chooses to call a "product" (to emphasize the subservience of education to business) is a "product" in a special sense, and it might clarify the issue of we refer to it by its proper name: trained and educated men (women). Once we admit that we are talking about men (women) we are able to see more clearly the multi-dimensional nature of the "product". It would be not only an uninteresting but also entirely utopian world in which men would be of uniform quality. I claim no special insights into the nature of man, but it seems to me that the people who enter the educational process are a heterogeneous group, that the process makes them, on one hand, more homogeneous (they acquire a common foundation of knowledge) but, on the other hand, leads to further diversification (if for no other reason, then because they become "specialists"). I conclude that what emerges from the process is a group at least as heterogeneous as that which entered it—and I think that this is desirable.

However, what Professor Mardiros presumably has in mind is something else: There appears to be a process of selection whereby the best entrants in the educational process gravitate toward the best schools, acquire the best training, and emerge the best specialists. (And then gravitate—as teachers—to the most prestigious and best paying schools, thus perpetuating the established pecking order). I believe that this is substantially correct, but that it fits the past much better than the present and the future. If the past is any guide to the future, as it surely must be, it indicates that the elitist conception of education on this continent—but elsewhere as well—is giving way, and will be gradually giving way more, to a democratization process leading, on one hand, to the phenomenon of mass education and, on the other, to the emergence of excellence outside traditional elite institutions rivalling the traditionally best schools.

## Revolutionary process

The process is, of course, essentially evolutionary, and one may be unhappy with its slowness; I agree that it would be better if every Ph.D. awarded would be of uniformly highest quality, but this is impossible, though there is a clear trend toward evening out of serious differences. In any case, the desideratum of a uniformly highest quality is not possible either under the status quo nor in any other system, and improvement is bound to be a slow process. I cannot see how the abolition of the Ph.D. could in any way hasten the improvement process.

Much the same argument applies to Professor Mardiros' third proposition: *The product is defective and ill-designed.* We are told that this is so because "... many Ph.D.s are turning out to be neither productive scientists nor dedicated scholars. Some never do anything after the Ph.D. research, while others turn out worthless trivia." I agree that this is so, and yet Professor Mardiros' assertion about the "product" hardly follows from such admission. On the contrary,

I would argue that the rigorous and demanding training of a Ph.D. is—in this day and age, and will be more so in the future—a necessary though not sufficient condition for scientific productivity and scholarly dedication. In any case, Professor Mardiros would be justified to argue from the particular to the general only if he could show—and he clearly cannot—that abolishing the Ph.D. (and the kind of graduate training of which the Ph.D. is an outward symbol) would somehow provide us with larger quantities of more productive scientists and more dedicated scholars than the existing system. It seems to me that striving for excellence, before and after the Ph.D., is a matter of incentives as well as inherent propensities. I doubt that Professor Mardiros can propose concrete ways in which inherent propensities can be radically changed. On the other hand, the system of incentives may well be improved. But to think that abolishing the Ph.D. would improve them is, in my opinion, barking up the wrong tree.

## Paradoxical propositions

Next Professor Mardiros presents two paradoxical propositions: there is—in the Ph.D. market—*unfair competition from inferior products deceptively labelled and packaged, and the product is a luxury item too expensive for the mass market.* The first proposition may refer either to so-called "diploma mills", or to Ph.D.s awarded for training that is neither scientific nor scholarly. That is not to deny the existence of both abuses. However, the buyers—though their knowledge is imperfect—nevertheless possess sufficient knowledge to discriminate between broad categories. This is clearly so in the case of the diploma-mill Ph.D. which can be rejected immediately. As for the second interpretation, there is indeed a problem of labelling: Obviously most "doctors of philosophy" have no special training and knowledge of philosophy, and—in the interest of semantic purity—should therefore be called doctors of chemistry, mathematics, etc. But I don't think that this is what Professor Mardiros has in mind, that he does not object to the use of the Ph.D. title by disciplines other than philosophy, but rather to its use by certain "inferior" studies. Perhaps a good case can be made for this argument, but it would be a case for restricting the title to some studies (such as the traditional "arts" studies) and not using it for other studies that have become part of the modern university. In fact I believe that such a trend is already well established. In any case, to the extent that the problem exists it would not be remedied by the abolition of the Ph.D. but by delimitation of its applicability—on the basis of reasonable criteria—to a limited number of graduate studies.

## Ph.D. standards too high?

The second of the two paradoxical proposition expresses Professor Mardiros' value judgment that (in some cases, in some institutions, in some departments) the standards for the Ph.D. are too high. This the ideal which Professor Mardiros has in mind appears not to be the utopian ideal of "uniformly highest quality of the product" but something less than that—perhaps a normal distribution with clearly superior and clearly inferior products forming insignificant tails. I would expect that the real world in fact tends to approximate such a distribution. If this is so, then we already have an "ideal", and there is no point in

abolishing the Ph.D. to stay in the same place.

Let me now come to what I consider the most objectionable part of Professor Mardiros' polemic: "In my view, the point is not to change the system but to destroy it."

First, the lengthy quotation from William James which introduces this part of the argument does not, in my opinion, support the above recommendation. James warned against the abuse of an institution, not against the institution as such. If graduate training and the Ph.D. were indeed "... a sham, bauble, and a dodge" and nothing else, there would be a clear case for their destruction. But in reality they are much more. The snobbery and ceremonialism are there but they are not essential characteristics of the institution. On the contrary its dominant characteristic is rigorous advanced training, not the medieval costumes or the "union card" aspect of the sheepskin. One can easily agree that the medieval costumes are a sham. As for the "union card" aspect, this obviously harks back to an earlier question of initial guidance for would-be buyers of Ph.D. services, and here the "union card" performs a useful function. (It would add at this point that a bourgeois society has no monopoly on licensing of academic skills. An analogous system of licensing exists in all the socialist countries of Eastern Europe—notably in the Society Union—which makes me think that if there were no such thing in our society as the Ph.D. we would probably have to invent it or import it.)

## Distorted image

We are also told by Professor Mardiros that the present system of graduate studies is inimical to original inquiry, that it substitutes unworthy title seeking for appropriate and proper motives for research, that it persists in maintaining the link between intellectual inquiry and the red tape of academic life, that it puts a premium on imitateness, that it destroys the student's independence, that it wastes the time of the supervisor.

These are serious charges. In my opinion, however, they may present a distorted image of the institution. Far from being "inimical to original inquiry" every bona fide program of graduate studies I know of subscribes to the proposition that what is expected of students is to master their field of study in order to enable them to engage in original inquiry. Whatever the "appropriate and proper" motives for research may be, the cause of research would be ill served by abolishing the apprenticeship which is simply indispensable for the vast majority of individuals to be able to embark upon a scientific and scholarly career.

As for the alleged link between intellectual inquiry and academic red tape, this may again be the case, and I agree that unnecessary bureaucracy should be eliminated. I would argue, however, that in this case, as in many other, the objective of improvement is not likely to be achieved by thoughtless destruction first and thinking about alternative order later on, but by planning a workable alternative first and then working towards its adoption via reform.

This brings me to the last exception I take to Professor Mardiros' argument: His anti-reformism. To my mind revolution is the proper course of action if the system is demonstrably intolerable and a clearly superior alternative is available. Of course, any revolution is likely to produce in-

itially chaos, but a superior order may emerge from it. The losses inherent in the chaos, however, cannot be ignored. This is why, in my opinion, reform must be considered first by any sincere objector to any institution or system.

So much about Professor Mardiros' specific arguments against the Ph.D. Turning now to his concrete proposals, it is not surprising that they are rather weak. Thus we are told that advanced studies (presumably not leading to the Ph.D.) should be pursued "... by and large although not exclusively ..." by a university's own undergraduates since "graduate migration" ... is often disturbing ... wasteful and uneconomic ... I doubt that this is a sound proposal. If a high degree of mobility (geographical, occupational, etc.) is a necessary condition for efficiency—as most people believe—then the recommendation to freeze people in their localities, jobs, or universities is not a progressive but reactionary advice. I am reinforced in this opinion by Professor Mardiros' supporting argument that the "graduate migration" is an aspect of "... Canada being a subsidiary of the United States ... our best undergraduate students tend not to stay with us ..." Professor Mardiros' anti-American bias was noted earlier. That it is a bias is shown by his assertion (unsupported and unsupportable) that "... our best undergraduate students go to better advertised or wealthier universities across the border." The truth is that they go to better universities, across the border or across the ocean. The argument, incidentally, makes little sense in view of the quite general practice of American universities to encourage their best students to migrate to other universities. I am sure that Professor Mardiros is familiar with the "inbreeding" and "cross fertilization" arguments for this practice.

## Revolt only a catalyst

Professor Mardiros' second proposal is also weak. We are told that a full-scale revolution is not likely; the current student unrest and revolt will not lead to "... breaking up of the rigid and conformist framework of graduate studies" because "... most students are busy working their way through the system, and the most we can expect from the others are abortive 'peasant revolts' ... disorganized and lacking in rational motivation ..." I disagree with Professor Mardiros' resigned sigh. I doubt that the "student revolt" will bring about a revolutionary transformation, but it may very well be the catalyst required to bring about some useful reforms. No institution is perfect and this applies fully to the Ph.D. Not only graduate studies, but undergraduate studies and university administration can and should be improved. If student activism will provide the necessary push to bring this about it should be welcome. I am more optimistic than Professor Mardiros who proposes to "... withdraw from so-called 'graduate work and divide his time between undergraduate teaching, his own scientific and scholarly work, and informal and unorganized communication with advanced students', hoping that '... if enough of this happens, eventually the present organization of graduate studies ... will collapse under the weight of its own futility and mediocrity.'"

If Professor Mardiros were really concerned about the shortcomings of graduate studies and the Ph.D. he would try to do more about it than write a letter to the *Gateway* and then retire to proverbial ivory tower.

Much of what professor Mardiros says about the Ph.D. in a recent issue of *Casserole* is valid but, in my opinion, his conclusions cannot be supported by his arguments and his recommendations are unwise.

Professor Mardiros' polemic against the Ph.D. is based on three biases: (1) his anti-Americanism; (2) his dislike of business as the quintessence of capitalism; and (3) his anti-reformism.

Professor Mardiros' anti-Americanism, which is one of the bases of his argument, is—I believe—quite evident. We are told that the Ph.D. is essentially an American institution, and I suppose that some people will be persuaded that it is bad on that score alone. Anti-Americanism (or anti-any-nationalism) is of course an untenable basis for reasonable argument, and while Professor Mardiros undoubtedly uses it he does not really make too much of it.

## The arguments

Turning now to more serious, substantive aspects of Professor Mardiros' argument, we are told (in a language designed to convey the alleged close relationship between "ed byz" and the rest of "byz") that: *Demand for Ph.D.s outruns the supply*, that universities, research institutions, industry, and education departments want more Ph.D.s than graduate schools have been able to provide. Presumably what Professor Mardiros means is that there is a trend for salaries of Ph.D.'s to rise more rapidly than those of other occupations. Let us assume that this is the case. Would abolition of the Ph.D. remedy the situation? There is some support for such a position, though I doubt that Professor Mardiros would welcome of people like Milton Friedman whose *Capitalism and Freedom* has been interpreted as the intellectual basis of the Goldwater platform. According to Friedman, the shortage of physicians in the United States could be remedied by destroying the monopoly power of the medical association by abolition of the M.D. Let anyone, says Friedman, offer medical services in competition with anyone else who chooses to offer them, and let the competitive market price the services. I doubt very much that this is what Professor Mardiros has in mind when he advises that the Ph.D. be abolished. In my opinion, both the Friedman and the Mardiros arguments should be rejected on pragmatic grounds: Given the absence of a basic ingredient of a well functioning competitive market, perfect knowledge on the part of the consumer, a diploma or title is a very useful guide for the would-be buyer. It informs him that the would-be seller has satisfied certain "minimum requirements". The fact that there is a mass market for Ph.D.s necessarily means that potential buyers must look for certain outward signs of desirability of the product. The chore of investigating in depth the qualifications of every potential seller of the services now generally offered by Ph.D.s would absorb more time than is available to potential buyers for all their activities.

It should be concluded that abolition of the Ph.D., far from remedying the shortage of qualified personnel, would merely create chaos where there is order. I do not hold that "order" is synonymous with "ideal", nor that it should always be preferred to chaos. In the end, however, some kind of order will emerge, and I



# Dr. Wyman and U of A: know- ledge, truth, dissent, free- dom and yield to change.

by Elaine Verbicky

*The office of the President of the University of Alberta is large and impressive.*

*It breathes quiet executive power, and its gold, brown and orange interior decorator colors melt into one atmospheric condition of heavy warmth.*

*It has been five months since Dr. Max Wyman, the first Alberta-born man to head the university, settled into the swivel chair behind the presidential desk.*

*Last week, he looked back on his first half-term of office. As he talked about his ideas, ideals and problems, the intrusive fixtures of bureaucracy around him seemed to recede.*

*He wasn't dominating the room. He is too quiet-spoken, almost shy to do that.*

*Instead, his words seemed to tilt the office into a different dimension, a dimension in which its oppressive weight became mere shadow.*





—Terry Malanchuk photo

Max Wyman is good at that—adding dimensions.

When he isn't doing it with Einstein's relativity equations, he is doing it with the university.

"I'd like to see this university a laboratory," he said quietly, "a laboratory in the sense we never get fixed ideas, set methods which we keep unchanged and try to defend."

Some things at U of A are out of step with Dr. Wyman's idea of a laboratory of progressive change.

"The lecture system has been used so much that it has developed beyond what we can defend," he said with slow firmness.

"We must put emphasis on the students' learning.

"I don't believe in keeping the students so busy. They go home, and they are still doing class assignments." The constant programming defeats a student's creativity, he believes.

"The ability to learn is more important than the material. If all you get out of a university is the material, that material soon becomes obsolete and you become obsolete as a person."

The night of October 6, he had stood under the floodlights of the Jubilee Auditorium to deliver his inaugural address as president of U of A.

"If the university community and society are found to share with me some common understanding of these concepts of knowledge, truth, freedom and dissent," he said then, "we may begin to plan the future development of this university."

"If not, I may well be the first president of the University of Alberta who did not survive his own installation."

And he had proceeded to elaborate his philosophy on universities and how they should relate to society.

Instead of warning of the dangers posed to the university by radical dissent, he stated, "No matter how repugnant the message of dissent may be to a particular generation, this lonely voice of one generation may become the majority voice of a future generation."

"A nation that stifles all dissent can experience only a past and present."

"Such a nation has no future."

His listeners were perhaps a little surprised, but no one stoned him off the platform.

There was a minor stir when his words came out in the press. The Toronto Globe and Mail printed almost the whole text of his speech.

People in many quarters noticed Dr. Wyman did not seem to agree with the tenets of the Hayakawa school of college presidents.

Does he like the job?

"Yes," he said, "and no."

"I don't have the great number of committees to attend that I did when I was academic vice-president. I actually have more time now."

"So I have tried to keep an open door policy. Anyone who wants to see me can just drop around. They stand a fifty-fifty chance of getting to see me. Almost anyone who phones will find me here to talk to."

"A fair number of students have come around for a chat."

"But there are many more calls on my time to speak in public. I must confess I find this difficult. I'm no oracle."

Dr. Wyman has been visiting various country towns lately, with a view to helping the university be a presence throughout the province.

"I speak for a few minutes, and then we have bull

sessions," he said. "After all, our community is not just the city. We are a university of Alberta. Our community is all Alberta. The university has to become involved with the people, in their thoughts, their desires. A university's goals may not be society's goals—but each is not isolated from the other."

He held up his hands, the fingers of his right hand touching a few on his left hand.

"This is how I like to think of the university and society—each on our own plane, but with some overlap."

"If we ignore society, society ignores us. Society is not always aware of the things it needs. That's why a university must always be critical of the society which supports it."

Dr. Wyman knows the community of this university. He was born in it, and is a product of it. The son of Russian-Jewish immigrants, he was born in Lethbridge in 1916. Although his father had little formal education, he wanted the best for his children.

Dr. Wyman went to Strathcona High School in Edmonton, and entered an Honors Mathematics program at U of A in 1932.

Things have changed since.

"When I was here as a young student, U of A was a good undergrad school," he recalled. "I was well-prepared to enter the California Institute of Technology, one of the top grad schools in the States, in 1937."

"But the biggest change, which has occurred in large part since Dr. McCalla became dean of graduate studies, has been the transition from a being just a good undergrad college to being a good graduate school as well."

"We are doing much more research, and have different goals, than we did 30 years ago."

Since his inauguration, Dr. Wyman has "done a lot of reading." His shelves are lined with books on university structure, university teaching, and student dissent.

He has watched and analyzed the campus, and come to the conclusion that our worst problem is double-barreled.

"The university is growing old and growing big—two events which tend to make it resist change."

"We must find a way of reforming it. I don't know how. It has been suggested we could do it by getting greater student participation in General Faculty Council. One difficulty here is that the student members would change every year."

"But I'm quite prepared to support the move. I'm prepared to try the method. If it turns out not to be the right way to reform, we'll just have to find one."

He has other worries.

As he looks out at the thousands of students heading in and out of the Students' Union across the street, he often wishes the present campus had been sold back in the early fifties, when the university could have bought more space in the city outskirts and even replaced its physical plant with little net loss.

"But now," he sighed, "we have \$150 million invested here. We can't move. We could have had adequate space, adequate parking."

"But now we have no choice. Personally, I regret the demolition of Garneau. If only people 20 years ago had had enough vision..."

The crowding will become worse in the next few years, he predicted.

"The provincial government has set an enrollment ceiling on this campus of 25,000 students. Myself, I think we will go beyond that, for a few years at least."

Is it possible to go beyond by a few thousand students, then come back down when the completion of the planned St. Albert campus cuts some of the U of A enrollment load?

"It's easier to come down than to go up," said Dr. Wyman. "But you know, I'm not worried about staff and facilities for the extra 2,000 students we will have to accommodate. I'm worried about staff and facilities for the first 25,000."

"We're at the mercy of the government as far as developing into a first rate university. They hold the purse."

Dr. Wyman has tried to remain a teacher, even in his position as president.

"It's only been six years since I left the classroom," he said. "This year, I kept two doctoral students working with me."

A graduate of U of A in honors mathematics in 1937, he went on to a Ph.D. at the California Institute of Technology, graduating magna cum laude. He taught briefly at the University of Saskatchewan, then returned to U of A where he taught from 1943 to 1964.

In 1963 he was appointed Dean of Science, in 1964 Vice-President academic, and in 1969 was chosen President by a committee of students, faculty, alumni, the Senate and the Board of Governors.

He was elected to the Royal Society of Canada in 1951, and to the New York Academy of Sciences in 1968.

Just as he has refused to let the presidency cut him off from teaching, he has refused to let it arrest his academic research. This year he has even published a paper in his field. A specialist in asymptotic series and special functions, and in Einstein's field equations in general relativity, he is nationally known for work in both fields.

As a scholar and professor, as well as administrator, he is deeply concerned with the failure of the tenure system in use at U of A right now.

"Tenure was originally conceived to protect a university staff from the interference of the church and the state, if we look at history. Although Professor Allen has made the point that such interference could still happen, I don't believe tenure will protect you against a Hitler."

"We have given tenure enough trial. It's time we drafted something new. These regulations don't stand up under a tough case."

But changing the system will be very difficult.

"There is a fundamental difference in philosophy at the root of the problem. Some people feel the university hires a man when he is put on probation. If we refuse him tenure at the end of probation we have fired him," he explained.

"Others say that it is up to the man to prove he deserves tenure during probation, and that he is not hired until the end of the probation."

"These are two different interpretations. In the first, to dismiss a man you need a case which would stand up in a court of law. By the other view, if there is the slightest opinion a man shouldn't have tenure, then he should go."

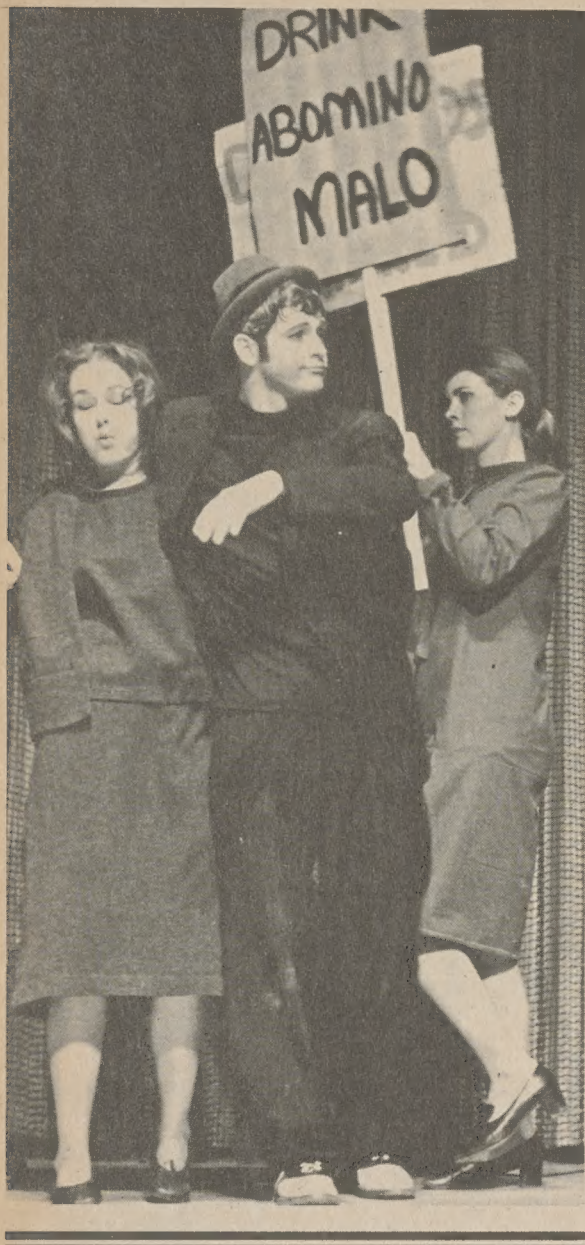
How long does Dr. Wyman look ahead?

"I'm not going to be president forever," he said. "My contract is for five years."

"But in those five years, I would like to see enough buildings and staff adequate for our students, and I would like to see the university increase its national and international reputation."

Then, he will probably go back to teaching and research and, as he says, "let somebody else have a crack at it."

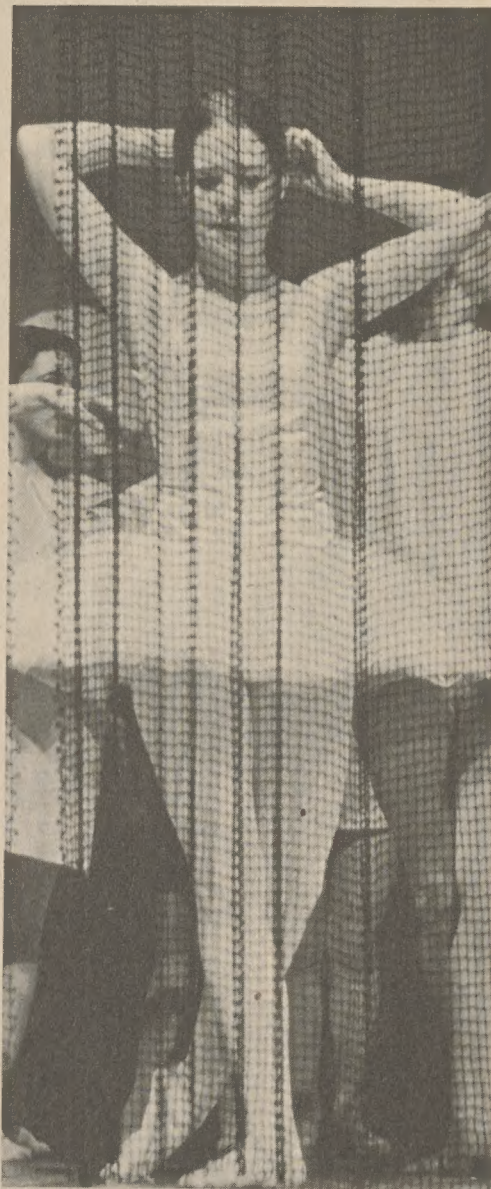




by  
Ron Dutton  
Photos by  
Chris Scott

# Craig, Davison shine in "Mame"

*though chorus  
lists to left*



You've read the book, seen the play, gone to the movie, heard the record, bought the comic book and collected the bubble gum cards—now Jubilaires bring you the musical comedy version of *Mame!*

Perhaps the most important news to come out of this VGW production is the indication, for the first time in some years, that Jubilaires are technically capable of mounting a large-scale musical. In past the organization has proven itself admirably suited to well-written but small productions, such as *The Fantasticks* and *Stop the World; I Want to Get Off*. When they have attempted greater things, such as *Girl Crazy*, they have been unable to rise above the resultant technical and artistic problems.

*Mame!* is a vast musical, requiring sixteen scene shifts, a large cast and multiple costume changes. The basic set (Mame Dennis' apartment) employed by Jubilaires is extremely functional and used intelligently by the director, John Rivet. On rollers, the set is easily rotated and rearranged, and the front curtain is utilized to create new settings. The costumes are far more varied and interesting than we have come to expect of Jubilaires productions. The group is to be congratulated for having surmounted the more difficult technical problems this musical presents.

What all this shows is that, as a group, Jubilaires is now capable of staging a large musical. Whether they have actually done so with *Mame!* is another matter. The chorus, although vocally strong, has little that might be called stage presence. During large cast numbers, they have the irritating tendency to list lopsidedly to stage left. During dance sequences, the majority of the cast stand around, all too consciously listening for their cue to make a move. That they are unable to work together more effectively seriously undermined the rest of the musical.

However, two people in the chorus deserve special commendation. In Act One, Brenda Rimmer could immediately be singled out of the chorus by her clear, powerful voice. Her characterization in Act Two of the smarmy socialite, Gloria Upson, was sickeningly accurate. Trudy Seliger was perfect as Mame's domineering future mother-in-law, Mother Burnside.

Of the major characters, Richard Davison most distinguishes himself as an actor. Playing Beauregard Jackson Pickett Brunside, he obviously knows the character he is portraying, and has his Southern accent and gestures under control in a well-modulated performance. Janey Craig reveals a marvellous comic sense in her role as the vail, acidic actress, Vera Charles. As the frumpy nanny Gooch, Susan Polsky gives an adequate portrayal in a role that could not fail to succeed.

Lawrence Day, playing the young Patrick Dennis, is a beautiful kid with one of the purest voices in this production. By contrast, the older Patrick (Blain Gowing) has an uncertain, toneless voice and no acting talent. He comes off as stupid. It is difficult to believe that this bright boy could grow up to be so contemptible.

Despite this wealth of talent in the minor roles, *Mame!* fails from lack of a center. In the title role, Kerry Hughes tries to make Mame Dennis over into Kerry Hughes. The whole point about Mame is that she is a very kinky lady, a genuine kook. Miss Hughes plays her as an affected, artificial scatterbrain. Her flamboyant gestures and terribly precise articulation destroy the humanity we should feel in Mame.

This is no better seen than in her opening number, "It's Today", a song soaked in bathtub gin evocative of the wild penthouse parties in the Prohibition twenties. Instead of a wild and slightly exotic woman, Miss Hughes gives us Goldie Hawn doing an imitation of Ethel Merman. And again in "If He Walked Into My Life", a song which should show us the sadness that Mame is capable of, we feel the lack of substance in Miss Hughes' characterization. You took the muse right out of the horn, Mame.

Jubilaires' second production this year is an uneven, often frustrating show. The potential for better things is clearly visible, and the vitality of this group can overcome just about any fault. But they are still in need of a leading lady who can play Mame.



# UAS' Kardash experiments again — new mood a success

Last Wednesday's symphony concert marked the emergence of a major Canadian conductor—his name is Ted Kardash.

The program obviously agreed with Mr. Kardash's musical tastes, and by the end of the evening there was no question that he had done it justice. There was only one weak point in the program and that was a surprisingly lifeless and academic performance of Chopin's Concerto No. 1 in E minor for piano and orchestra by the Indiana School of Music intellectual and pianist Roman Rudnytsky. He played the notes well enough, but the impression was not unlike a room full of early 19th century furniture populated with wax figures. Rudnytsky's Chopin had all the feeling of an academic argument on some obscure critical point. It lacked humanity; it was dead. This is not to say that Rudnytsky has no sense of phrasing, because he has; but it is to say that my attention was always drawn to the pianist and not the music.

Luckily for the concert, Ted Kardash has tremendous musical vitality. He has a sense of rhythm which showed in everything he did. He gave the orchestra a solid beat which carried them through the slower passages (which frequently sound muddled in other orchestras) and kept them together at a faster tempo.

It is difficult to pick high points in a program as good as this one. "A Night on Bald Mountain" demonstrated again how much the horn section in this symphony has improved. Mr. Kardash also got good closure on the phrasing in this piece, something which has held this orchestra back. The three dances from "The Bartered Bride" were also well played, with the exception of the last one where the orchestra did not observe the tempo they were given. The real triumph of the evening was Dvorak's "Symphony No. 8 in G major". I particularly liked Ted Kardash's use of silence. He knows how to use the pause which follows a phrase that closes a crescendo, and this came through strongly in the first movement. The second movement showed us something we had not seen in Mr. Kardash's conducting here before. He can hold an orchestra together, and hold it to in interpretation in a slower movement. Kardash has always

been excellent on strongly rhythmic pieces, but it seems his ability has been limited by the ability of the U of A Symphony. In the last movement Harlan Green blew a beautiful jazz-like flute solo that summed up the aliveness and discovery of the whole evening.

Apart from the music, Ted Kardash tried to create a new atmosphere among the usually stodgy symphony audience. The experiment, to me, was a success. At the start of the evening all the house lights went down and we listened to some tape-recorded statements by young people on the symphony and symphony-goers. The young people were right. The symphony-goers we have now are up-tight clothes-horses out displaying themselves. They

by Brian Campbell

are snobbish and annoying. The symphony is in trouble, both with youth and with the bank. Ted Kardash made a start because the concert hall was more comfortable last Wednesday.

But if the symphony is ever going to bail itself out of the bind it is in now there will have to be a change in the whole style of life in Edmonton. The symphony is just one part of what should be a cultural community in this town, and that community must stretch beyond the Citadel and the Jubilee Auditorium (referred to in past years as "Manning's Emporium for the Arts") and Studio Theatre. Before the symphony can expect to attract anything more than the clothes-horse, snob-conscious audience it has now, the whole artistic experience in this town must be enjoyable. Symphony going in any cultural centre worthy of the name is part of a group experience. And for young that group experience does not happen. For the old there always is the clothes and what dear sweet Mrs. X did in Acapulco. For the young there is nothing after the double glass doors of the Auditorium slam behind them.

Let me put it this way. There's just nowhere to go

after the symphony or the theatre in this town. And there's no place to go before either. Student entertainment is limited to those alcoholic feed-lots like the Corona or the Riviera. No one discusses symphony in an environment like that, and I don't want to even if they did. If you go to the symphony you have no home within the auditorium and no home when you get out.

If we are going to attract young people to the symphony we are going to attract them with a total image of the symphony-goer. Telling us about good old Lawrence Leonard and the hard-practising viola player just won't do it. Why not get the young together after the symphony so they can develop a group identity after the concert; and through the identity, slowly but surely, will develop a solid relationship to music.

What the directors of the ESO should do is this: they should make an arrangement with Tommy Banks at the Embers to let any student with stubs in for half-price after the concert. The Embers is the only night-club in the city worthy of the name and it has a great band led by P. J. Perry which is one of the best in town. I'm sure that Mr. Banks would be amenable to this since his club is never crowded on Wednesdays, and anyway it's in keeping with the policies of any other major jazz club.

At the Jazz Workshop, for instance, students got in for half-price on Tuesdays, servicemen on Wednesdays, ladies free on Thursdays, and so on.

The second thing I think the ESO should try is a revival of the celebrations on St. Cecilia's Day. It falls on November 22, and in the days of Purcell it included a series of concerts during the day and a banquet in the evening, following which the new ode in honor of Saint Cecilia was performed. Perhaps we could rent a large hall and hold a banquet and over coffee and liquors an orchestra and chorus would perform Purcell's Ode. After that a rock band would perform their Ode specially commissioned for the occasion. Dancing, of course, would be encouraged during and after the rock ode as the band would remain for the rest of the evening. Basically, it would be a musical blast and this city needs an explosion if the symphony is going to get off the ground.

## Lenin Prize winner to perform with ESO

This weekend the Edmonton Symphony Orchestra will present what should be the best concert of the season.

The programme will be presented Saturday night at 8:30 and Sunday afternoon at 3:00 at the Jubilee Auditorium, with Lawrence Leonard conducting. *The Mastersingers* by Wagner and Brahms' Symphony No. 4 will be performed.

The highlight of the concert will be, of course, the guest artist Mstislav Rostropovich. This Russian cellist, who has frequently been called the heir to the mantle of the great Pablo Casals, will play that cello concerto in E minor by Elgar.

Three years ago, Rostropovich thrilled and amazed Edmonton musical audiences with his interpretation of Dvorak's cello concerto. His technique is truly astonishing. The Montreal Star said of his performance "we are never made aware of the mechanics of the instrument: the listener does not ask himself how this man can draw such a powerful flow of molten sound from his cello... the how does not matter. It is enough that he does it."

Rostropovich's tone is unsurpassed and his combination of technical skill and intense musicality is unique. He is the Soviet Union's No. 1 cellist and for his outstanding achievements in the concert field he was named People's Artist of the U.S.S.R. in 1964.

He has also distinguished himself in the field of composition, and in 1950 was admitted to the Union of Soviet Composers. It is his nature to expect perfection from himself, and he does not feel that he has achieved this in composition.

When asked why he has never composed anything for his wife, the famous Bolshoi soprano Galina Vichnevskaia, he replied "I love my wife too much to cause her any unpleasantness."

Besides being an extremely active performing artist, the Moscow cellist also teaches at the Moscow conservatory. In 1964 he was awarded the Lenin Prize, the highest award which may be bestowed upon Soviet performers.

Rostropovich is presently conducting a cross-country tour of Canada, under the exclusive Canadian management of Canadian Concerts and Artists, as part of the cultural



MOSCOW CELLIST IN EDMONTON THIS WEEKEND

... playing Elgar E minor concerto

exchange program between Canada and the U.S.S.R.

Rostropovich's repertoire is probably the most complete of any cellist living today. Prokofiev, Shostakovitch, Britten and other renowned composers have written their major cello works for him. Dmitri Shostakovitch writes "Rostropovich is a musician of rare qualities... his skill

reveals a searching nature based on high artistic principles of music."

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# records

## GLENN YARBOROUGH: YARBOROUGH COUNTRY

Ever since Glenn Yarbrough changed labels from RCA Victor to Warner Brothers, the quality of his albums has improved immensely. His latest album is no exception. Of the ten selections on *Yarbrough Country*, the most well known are "Ribbon of Darkness" (Gordon Lightfoot), "Jean" (Rod McKuen), "Honey Drippin' Time" (Neil Diamond), "Walking Down the Line" (Bob Dylan) and "Everybody's Talking" (Fred Neil).

Yarbrough's performance is more forceful than those of his previous albums, and the sickly sweetness which characterized his first few LP's has been replaced by a new depth and more expressive style. The arrangements by Glenn D. Hardin are simple, but appropriate. This album, along with *Each of Us Alone*, constitute Yarbrough's best efforts to date.

For C and W haters, this record is not as country as the title suggests.

## LOTHAR AND THE HAND PEOPLE: Capitol ST 247. SPACE HYMN

A thoroughly nauseating record by an even more nauseating group. Supposedly an electronic pop group, Lothar and the Hand People use the Moog synthesizer as a crutch for their own lack of musicianship, resulting in a sound that can be described as dull.

Even their rare creative ideas, such as the delicate and sensitive piano introduction on "Wedding Night for Those Who Love" are never developed any further, but deteriorate into works of "art" which inspire the listener to pick up the nearest Dagwood comic book to escape the boredom.

The lyrics are insipid and totally witless, every musical pattern is a cliché, and the vocalizing is sloppy. The last cut, "Space Hymn", begins with a deep voice attempting to put the listener in a hypnotic trance—but the chances are that the listener has already fallen asleep without the hypnotic suggestion. Frankly, I think it will take a great deal more than mere hypnosis to sell the album—a gun or knife might be more effective.

In conclusion, if this record is an example of quality rock music, then perhaps it is time I went back to listening to the Ohio Express, Tommy James and Shondells, or the 1910 Fruit-gum Company.

—Larry Saidman



**"THE NEW LOOK AT ZORBA'S IS HERE.** To initiate the revised image, a nine-piece rock group from Boston has been engaged. The group, which comes directly from a successful eight weeks in Los Angeles, is called Mass Confusion. They start at Zorba's on Feb. 12, and will be playing from 9 to 1 a.m. nightly for a limited engagement. Mass Confusion is presently being produced on records with the help of the Beach Boys, who agreed enthusiastically to manage Mass Confusion. Their repertoire is from the Top 40, and features the soul songs of the day. Selections from Ottis Redding, Sly and the Family Stone, and Blood Sweat and Tears are among the more popular numbers that they do. They employ a unique stereo effect by using two sets of drums.

## What's new this week

**FRIDAY:** *Electra* on the screen. *Electra* is the story of Orestes' and Electra's vengeance on their mother Clytemnestra and her paramour Aigistes for the murder of their father Agamemnon. Euripides powerfully shows us how Electra's passion for revenge by means of matricide becomes a morbid obsession, and also how, once the repulsive crime is committed, desolation, unhappiness and total dissatisfaction follow.

Aristotle has called Euripides "the most tragic of tragic poets" and this is precisely what is found in Cacoyiannis' masterful film adaptation of Euripides' *Electra*. The director, in order to make his adaptation as Euripidean as possible, has enlisted to his aid sound effects, music, the hunting Greek landscape, and above all the great talents of Miss Papas. The results are amazing.

These are simply a few of the things that one could say about the film *Electra*, which will be presented Friday, Feb. 13, by the U of A Greek Club in TLB 1 at 7 and 9 p.m.

**STILL FRIDAY:** Studio Theatre, the U of A Drama Department, presents *Caucasian Circle*. Bertolt Brecht's play will open at Corbett Hall at 8:20 p.m.

**FRIDAY AGAIN:** 8:30 in Convocation Hall, Arts Building, John Iltis will conduct the Symphonic Winds in concert.

**SATURDAY AND SUNDAY:** ESO concert, featuring Russian cellist Mstislav Rostropovich.

**SUNDAY:** The U of A string quartet of Thomas Rolston, Lawrence Fisher, Michael Bowie, and Claude Kenneston will perform at the Library Theatre at 3:30.

**MONDAY:** A new show in SUB Art Gallery, Jeremy Moore.

**TUESDAY:** The Edmonton Film Society is presenting three films by Andy Warhol. *Nude Restaurant* will be presented Feb. 17, *I a Man* on Feb. 19, and *Bike Boy* on Feb. 24. The films will be presented in Tory TB11 at 8 p.m., and admission is 75 cents for members and \$1 for non-members for each film.

**THURSDAY:** Mixed Chorus in SUB Theatre at 8:30 p.m., in the first of three concerts (also Friday night and Saturday night).

The chorus is comprised of 130 members. Dr. David Stocker is conducting, and will present a concert of secular music, negro spirituals, ballads, and ethnic songs in various languages. The major work of this year's 26th annual concert is the motet by J. S. Bach *Jesu, Joy and Treasure*.

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